DOCUMENT RESUME

ED 421 599 UD 032 453

AUTHOR Frase, Larry E.
TITLE An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts.
PUB DATE 1998-04-00
NOTE 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administration; Educational Practices; Elementary Secondary Education; *Inner City; Job Satisfaction; *Principals; *Self Efficacy; Tables (Data); Teacher Attitudes; *Teachers; *Urban Schools
IDENTIFIERS *Flow Characteristics

ABSTRACT

A study was conducted to determine the linkages between a number of variables and frequency and quality of teacher flow experiences. The research was based on the assumptions that administrative behavior can both positively and negatively affect the frequency of teacher flow experiences and that frequent and enhanced flow experiences are directly related to positive spirit, job satisfaction, and enhanced motivation to improve work performance. Flow is the word used by research participants to describe their feelings when they experience control of their actions. Participants in the quantitative portion of the study were 201 teachers from 2 large inner-city school districts. The 16 participants in the qualitative analysis were in large urban, suburban, or inner city districts. A number of linkages between organizational practices, principal practices, and teacher practices and flow were identified from the quantitative and qualitative analyses in this study. Principal "management by wandering around" (frequent classroom visits) practices predicted organizational efficacy, the perceived efficacy of others, and teacher value of teacher evaluation, and was strongly related to flow experiences. Also related to flow experiences was teacher self-efficacy, perceived self-efficacy of others, and organization efficacy. Other linkages related to flow are described. An appendix contains the teacher self-assessment instrument. (Contains 6 tables, 2 figures, and 75 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 599

Draft

Please do not cite without permission of the author

An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Larry E Frase

1

Larry E. Frase
San Diego State University

Paper prepared for presentation at the annual meeting of
The American Educational Research Association
San Diego, CA

ED421599

Draft

Please do not cite without permission of the author

An Examination of Teachers Flow Experiences, Teacher Self-Efficacy, and Principal Practices in an Inner-City School District

By
Larry E. Frase

Introduction

The "Machine" has been the primary work metaphor over the past 300 years. In this century it has been called "scientific management" and the "scientific method". Modernism offered assurances that following the scientific steps of inquiry would result in truth and the security of being "right," a binary approach that lost view of individuals and free spirit but was synonymous with progress (Maxcy, 1994). Since World War II, structuralism's nearly singular focus on efficiency has become the sine qua non of schools. The efficacy of this influence is being questioned. The debate on the adequacy or inadequacy of school productivity, or the out-and-out failure of schools, was initiated 32 years ago in Equality of Educational Opportunity (Coleman, 1966; Hanushek,1997). The debate continues between modernists and post-modernists and between structuralists and post-structuralists.

Regardless of which side we support in the school failure debate (Berliner and Biddle, 1995; Hunusak, 1994; and Chubb and Moe, 1990), the statement that schools have much room for improvement is generally uncontested. The past 30 years have witnessed a steady flow of innovations such as site-based management, restructuring, merit pay, and shared decision-making. Each was touted as the panacea to education's problems and each failed to make substantive differences in schools. According to the tenants of logical positivism and modernism, the key to enlightened leadership, high productivity, and job satisfaction lies in a secret, static ratio of mechanistic ingredients for the management brew. Widely espoused ingredients in this brew include new slogans, dashes of autonomy for teachers, and a few more quality circle sessions per year. This atomistic thinking has taken a heavy toll on teacher and educators' confidence and enthusiasm and the public's opinion of schools, and it leaves little promise for substantive improvement. Wisdom accumulated over the centuries and the support of recent research (Csikszentmihalyi, 1988 & 1990; Sheldrake, 1994; Fox, 1994) denies legitimacy to Julien de La Mettrie's famous essay, "Man, the Machine" in which he claimed that the universe consists of a single substance and hence, men and machines are identical. Logical positivists, believe they can find the secret ratio through empirical means and their current ideologies must not be questioned until they reveal their next discovery (Feyerabend 1993). To the chagrin of those who have moved beyond the constraints of modernism, these innovations paid little attention to teachers and administrators other than treating them as another inert ingredient in the management brew. Wheatley's (1992) notion that organizations rise and fall on the quality of relationships has been largely excluded from such innovations and the ancient wisdom and recent research that links success at work with optimal life experiences have been largely ignored (Csikszentmihalyi, 1988 & 1990;

Sheldrake, 1991; Fox, 1994). Such superficial "tinkering" and ideological practices have been going on in America's schools for over 100 years.

Whether they are critics or supporters of public schools, most people believe that the school principal in particular and the organization in general can have positive or negative influences on teacher and student achievement. Three principal activities were selected for examination in this exploratory research: teacher evaluation, professional development (whether by the principal or district staff), and principal management by wandering around activities.

There is strong evidence to support the contention that school management by wandering around (MBWA) leadership style (Andrews, Soder, and Jacoby, 1986; Andrews and Soder1987; Blaze, 1987 & 1991; Mortimer, 1988; Heck, 1992; Peterson, 1989; Sagor, 1992; Chester & Beaudin, 1996; and Riehl & Sipple, 1995); teacher evaluation (Nevo, 1994); and professional development (National Staff Development Council, 1995), when done well, can have strong positive impact on teacher performance and student achievement. The enigma is that there is much evidence to suggest that these functions are ignored, poorly done and continue to be treated from a modernistic perspective, e.g., as independent parts of a whole, without consideration of their interdependency. A discussion of each follows.

School Management by Wandering Around

Research literature on MBWA and how principals spend their day leads to a unified conclusion: Principals, in general, spend very small portions of their day in classrooms or working with teachers on curriculum and instructional problems (Heck, 1992; Howell, 1981; Peterson, 1978; Morris, 1981; Martin and Willower, 1981; Kmetz and Willower, 1982; Frase, 1991, 1995, 1996, and 1997; and Stronge, 1988). These studies estimate that principals spend from 40% to 80% of their time in their office or office area; 23 to 40% in hallways and playgrounds; 11% off-campus, and only 10% in classrooms. Frase (1991, 1995, 1996, 1997, 1998) calculated the number of visits (of any duration) to each classroom per month in numerous large and small districts in the U.S. Many principals get to each classroom once a month, some once a semester, a few twice a month, and a very few get to each classroom once a week or more frequently. Many teachers interviewed in Frase's studies say that the principal is never in the classroom when students are present. In contrast, principals consistently estimated a higher frequency of classroom visits than did their teachers.

Teacher Evaluation

Teacher evaluation practices are labeled deficient (Haefele, 1992), chaotic (Medley, Coker, & Soar, 1984), disgraceful (Scriven, 1981), and of little value in assisting teachers in improving classroom instruction (Frase & Streshly, 1994).

Professional Development

The National Staff Development Council (1995) labels current practices as a "sit & get" model. The Council asserts the opinion that current practices are inadequately designed to

be the bridge that takes teachers from where they are to where they need to be to guide student learning (Building Bridges,1995).

Moreover, principal training in effective supervision, and staff development practices are generally shown to be either absent, grossly ineffective, and divorced from teacher evaluation (Duke, 1995; Frase & Streshly, 1994). This is in spite of the general agreement that the two must be intertwined (Annunziata, 1997 & Scriven, 1967). Unfortunately, school policy and school administrators tend to view MBWA, teacher evaluation, and professional development through a reductionistic lens: developing the parts and operationalizing them to meet minimum requirements equals an effective school.

In most professions doing a job well is a source of great motivation and satisfaction (Deci, 1990; Hackman and Oldham, 1980; Herzberg 1959). In the case of education, the product is learning (English, 1988) and doing so results in satisfaction and motivation to do a better job. The enigma is that MBWA, teacher evaluation, and professional development offer the potential of helping teachers become more competent instructors as evidenced by student achievement. Previously cited evidence suggests that these functions are poorly done and teachers are thereby deprived of their greatest reward, doing an important job well.

Background

The research reported in this paper is inspired by the possibility that it is irrational to believe that teachers can deliver and maintain stimulating learning environments for their students without the same degree of consideration being given to them, their professional development, and their purpose. The need for investigating such an approach is based on neglected spirit and the unacceptable condition of worklife in America's schools. A litany of studies glaringly illustrate that teachers neither find their worklife rewarding nor do they find it a source of strength, energy, and fulfillment (Johnson, 1990; Little & Mclaughlin, 1993; Steinberg, 1998). Some authors and researchers defiantly declare schools totally inept and ineffective (Chubb and Moe, 1990 and Lieberman,1993)

The worth and value of the individual's spirit in work is missing (Fox, 1994; Whyte, 1994). The same appears true in schools among school administrators, school boards, and teacher unions (Caouette 1995. Frase 1998) Outgrowths of the "machine metaphor" have dominated most workplaces, including schools. The problem is that the machine knows no spirit, and scientific managers have acted as if teachers were machines, giving them superficial and sometimes false consideration. They have turned a deaf ear to wise words such as St. Thomas Aquinas's declaration, "To work well is to live well...," Aquinas knew that successful work and fulfillment in life are inextricably coupled and that satisfaction at work is a result of a job well done, not the cause of it. Although this truism has been known and communicated for centuries by wise people, it has escaped scientific management. The possibility exists that clinging to the rituals of modernism, structuralism, scientific management, and scientific methods denies teachers access to connect their spirit with work and will lead to inexorable entropy of teaching and schools.

The result of decades of mechanistic management is, among other things, a sterile stifling environment where flow, joy, and spirit are absent. Teachers resign in droves and express little or no joy in their work (Committee for Economic Development,1994 and Steinberg, 1998). They express little or no interconnectedness with fellow teachers, administrators, or students. They wonder why they are in teaching. Some complain about low pay, but the overwhelming majority leave teaching or fail to experience happiness because they have not experienced success in accomplishing their number one goal, helping young people learn (Frase, Hetzel, & Grant, 1987; Johnson, 1990; Frase,1989 & 1992; Little, et al, 1993). The school system unwittingly works against their cause failing to capitalize on the remarkable coincidence that both management and teachers share a common purpose, to produce learning. Through scientific management techniques, schools and school systems crush and actively prevent high quality teaching by depriving teachers of opportunities to experience flow, spirit, and the satisfaction of successful teaching. The point is not that schools have intentionally been made procrustean beds for teachers. To the contrary, this has not happened out of malicious intent or mean spiritedness. It was the way of well-meaning atomistic and mechanistic thinking with a focus on external reward, e.g., money.

The question is what role(s) administrators play in affecting teachers' spirit in their work? A promising avenue of study is optimal experience or "flow", a technical term in the field of intrinsic motivation (Csikszentmihalyi, 1988, 1990, 1993, 1996, 1997; Csikszentmihalyi and Rathunde, 1993; Csikszentmihalyi and Lefevre, 1989). Flow is the word used most frequently by research participants to describe their feelings when they experience control of their actions. They feel a sense of exhilaration and a deep sense of enjoyment that is long cherished and that becomes a landmark in memory for what life should be like. When in flow, people continue with an activity for the sake of doing it, without concern for external rewards. Higher levels of self-esteem are reported when in flow as opposed to when in states of anxiety, boredom or apathy (Wells, 1988). Interestingly, people report the optimal experience more frequently during work than at any other time. Although flow is a new and separate theory, its roots lie in antiquity; it has a seamless fit with the ancient scholars and philosophers such as Tao Te Ching, Chuang Tzu, and St. Thomas Aquinas and the authors of Bhagavad Gita. For centuries these writers advised their readers and audiences that work has been a necessary part of life, one that should be enjoyed in order to gain happiness and the full meaning of life. More recently, the writings of Vaclav Havel (1989), Paul Davies (1995), Rupert Sheldrake (1994), Csikszentmihalyi (1990), and Whyte (1994) have expanded the teachings into a modern context. Both the ancients and the recent authors have also shared their insights for attaining this. The similarities across centuries are astounding.

Initial investigation into teachers' flow experiences shows that, like many people in other job fields, teachers do experience flow and that certain workplace factors do influence the frequency and quality of their flow experience (Caouette, 1995). See note 1.

Further, as stated earlier, other formal and informal functions that principals perform can have positive or negative influences on the quality of teachers' success in helping students learn, improving teachers' sense of efficacy, and increasing the frequency of

their flow experiences. Thus, this study focused on the relationships between principals' practices of school MBWA; teacher evaluation; and professional development on teachers; reported frequency of flow experiences; organizational, self-, and others', efficacy; and their reported value of teacher evaluation and professional development.

Hypotheses, Participants, & Instrumentation

Building on the conceptual frameworks developed through the review of theory and research this paper focuses on the following research question: what aspects of school principal behavior affect teachers sense of efficacy; their perceived value of teacher evaluation and professional development; and their frequency of flow experiences? Six broad hypotheses were designed to address this question in an exploratory fashion:

Hy1 The greater the frequency of principals' classroom visits the higher teachers' perceived sense of organizational effectiveness, self-efficacy and perceived efficacy of others(teachers in the school, school principal, and district administration) and total organizational efficacy.

Hy2 The greater the frequency of principals' classroom visits the greater the frequency of teachers' flow experiences.

Hy3 The greater the frequency of principals' classroom visits the greater the teachers' perceived value of teacher evaluation.

Hy4 The greater the frequency of principals' classroom visits the greater the teachers' perceived value of professional development.

Hy5 The greater the teachers' self-efficacy, perceived efficacy of others, and perceived organizational efficacy the greater the frequency of flow experiences.

Hy6 School organizational functions, principal practices, and teacher practices affect the frequency and quality of teacher flow experiences.

The independent and independent variables and data sources are presented for each hypothesis in Table 1.

Table 1
Hypotheses, Variables, and Data Sources

Hypths	Prediction Variable (s)	Criterion Variable (s)	Data Sources
1	Freq. of prin. classroom visits	1. Teacher self-efficacy 2. Others efficacy 3. Organizational efficacy	1. TSOEA 2. IPOE
2	Freq. of prin. classroom visits	1. Frequency of teacher flo experiences	1. Flow Study Survey
3	Freq. of prin. classroom visits	1. Teacher perceived value of teacher evaluation	1. Flow Study Survey
4	Freq. of prin. classroom visits	1. Teacher perceived value of teacher professional development	1. Flow Study Survey
5	1. Teacher self-efficacy 2 Organizational efficacy 3 Others efficacy	1. Frequency of Flow experiences	1. Flow Study Survey 2. TSOEA 3. IPOE
6	1. School organizational Functions, e.g., bells, announcements, etc. 2. Principal practices, e.g., MBWA 3. Factors that hinder, prevent, or stop flow experiences 4. Prerequisites to flow	1. Factors that hinder, prevent or stop flow experiences 2. Teacher feelings associat with flow 3. Prerequisites to flow 4. Teacher feelings associat with flow	1. Teacher Interviews 2. Flow Study Survey

Participants

Participants in the quantitative portion of this study were teachers in large (15,000-20,000 students) urban, inner-city school districts. Two hundred and one teachers completed all portions of two efficacy instruments and a Flow Study Survey regarding demographic, flow, teacher evaluation, and professional development information. Participants in the qualitative analysis, hypothesis 6, were in large urban, suburban or inner city school districts.

Instrument Descriptions

Two efficacy instruments were used, the Teacher Self and Organizational Efficacy Assessment (TSOEA) and the Index of perceived Organizational Effectiveness (IPOE). A flow survey was used to collect information regarding participant demographic information (grade level, age, years-teaching experience, gender, race and ethnicity) and their assessments of flow, teacher evaluation, and professional development.

The Teacher Self and Organizational Efficacy Assessment (TSOEA)

The Teacher Self and Organizational Efficacy Assessment (TSOEA) was developed by Loup and Ellett (1993). The instrument requires respondents to make judgments of their own motivation to organize and execute courses of action required to accomplish goals

(Bandura, 1977, 1978, 1992). In the instrument developed by Loup and Ellett (1993), teachers are requested to make these same judgments about the capabilities of the teachers in their school to execute similar action, thus establishing an index of teachers' view of organizational efficacy that is separate from their perception of personal efficacy (Loup and Ellett, 1995). For purposes of this study, teachers were also asked to make these same judgments about their school administrator (s) and the district office administrators (see Appendix A).

The survey requires respondents to complete the TSOEA by considering each of the three key questions in relation to perceived personal efforts, i.e., my effort, and efforts of other teachers, the school principal, and the district administration toward accomplishment of six professional goals (per Bandura, 1977 regarding motivational concepts of efficacy regarding this practice). The key questions for each goal are:
1)How much energy/effort is put forth in your school to accomplish each goal;
2) If there are difficult or uncertain obstacles to overcome in accomplishing a goal, how much persistence/perseverance would be put forth to accomplish the goal; and
3) To what extent would failure to accomplish a goal result in decreasing effort to accomplish future goals?

Four goal statements were used in the original instrument:
Goal 1) to enhance the learning of students;
Goal 2) to increase the involvement of parents in students' learning;
Goal 3) to establish and communicate a school vision; and
Goal 4) to establish professional relationships with colleagues and administrators.

Two additional goal statements were added for the purpose of this study:
Goal 5) to facilitate teachers' skill development as professional classroom teachers; and
Goal 6) to provide teachers' skill training and resources to help ensure that they are successful in helping students learn.

Respondents are asked to answer each key question independently. Respondents are asked to make four efficacy judgements (for self, efforts of other teachers, school principal, and district administrators) for each of the six goals.

Scoring
The original response scale was a five-point, anchored Likert scale (Loup & Ellett, 1993). The scale was reduced to three for purposes of this study: little or no effort, some effort, and a large amount of effort. Because of the change in the scale, the instrument is no longer anchored. The instrument has not yet been recalibrated, comparison of scores in this study to those that used the previous scale are limited. Respondents are asked to respond to each key question for each of the six goal statements. Seventy-two judgements were made by each participant: 18 each for the respondents perceptions of each self-efficacy, colleague efficacy, school principal efficacy, and district administrator efficacy. Possible scores for each subscale could range from 18 to 54. Items 35-54 were reverse coded. High personal or organizational efficacy is characterized by a high degree of individual or collective persistence in spite of uncertainty, and increased or continued

effort toward accomplishment of further goals in spite of repeated failure. High scores on these four subscales are associated with high efficacy.

Validity

Construct validity was established via a series of principal component, orthogonal and oblique factor analyses procedures extracting factors iteratively and terminating when factor eigen values of 1.0 were obtained, and by examining the criterion-related validity of the TSOEA through a series of bivariate and correlational analyses between the TSOEA sub-scales and the IPOE, across and within school (Loop and Ellett, 1995). Loup and Ellett (1995) established content validity. Considering the added goals, validity of the instrument used in this study is has not been established.

Reliability

Loup and Ellett (1995) established reliability for the 687 participants submitting complete data. Cronbach Alpha reliability coefficients were computed for each of the TSOEA sub-scales. Test-retest reliability coefficients were computed for a separate sample of 52 teacher who participated in pre-post administration of the TSOE over a two-week period (Loup and Ellett 1995).

The Index of Perceived Organizational Effectiveness (IPOE)

Structure and Scoring

The IPOE is a self-report instrument using eight items. This instrument directs teachers to rate the overall effectiveness of the school along four dimensions: quality and quantity of the product, efficiency, adaptability, and flexibility. Each is assessed by separate sets of two items each. Respondents rate the degree to which the school achieves stated objectives by selecting one of five possible responses for each of the eight items. The possible responses ranged from high success (5) to low success (1). The range of possible scores for on the instrument is 8 to 40. Higher scores indicate greater perceived organizational effectiveness. The IPOE instrument is presented in Appendix B.

Reliability and Validity

Studies finding acceptable to high levels of reliability and validity were performed by Miskel, et al, (1979); Hoy and Ferguson, (1985); Logan, (1990); Johnson, (1991); Claudet, (1993); Mott (1972); and Miskel, Fevurly and Stewart, (1979). The studies by Logan, 1990 (r=.88; n=1843) and Claudet, 1993 (r=90; n=2479) resulted in high correlation values with large number of participants.

Qualitative Data Sources—Interviews

Multiple interviews of 16 participants provided the data used in the qualitative data analysis. The interviewees were teachers in large urban districts other than the district providing survey data, TSOEA and IPOE, in this study. Teachers selected were recommended as excellent teachers by their peers and principal. This requirement was made in order to narrow the range of teaching ability for this portion of the analysis. See note 1.

Qualitative Data Analysis

The qualitative data analysis was conducted with The Non-numerical Unstructured Data Indexing Searching and Theorizing (NUD*IST 4) software program (1997).

Data Analysis: First & Second Stage

First stage data analysis is reported in this paper. Second stage data analysis will consist of path analysis in attempt to more precisely determine path linkages among variables and will be reported later. Projections for second stage data analysis are postulated later in this paper based on the findings from first stage data analysis and theory regarding the variables.

Intent of Study

The intent of this study was to determine the relationships between the variables stated in the hypotheses: frequency of principal classroom visits, frequency and quality of teacher flow experiences, teacher value of teacher evaluation and professional development experiences, teacher self-efficacy, perceived organizational efficacy, and perceived efficacy of others. Dependent and independent variables are identified for each hypothesis (Table 1).

First stage quantitative analysis for possible relationships was conducted via procedures appropriate for ANOVA and regression analysis. SPSS 8.0 was used for all quantitative data analyses. First stage quantitative data analysis for Hypothesis 6 was completed via application of regression analysis and first state qualitative analysis of data from interviews was conducted via the QSR NUD*IST Program. Qualitative data was derived from multiple interviews with 16 teachers in large urban school districts other than the district where teachers completed the IPOE and TSOEA instruments.

Findings from the data analysis for each hypothesis are presented followed by discussion of linkages among dependent and independent variables.

Hypothesis 1 The greater the frequency of principals' classroom visits the higher the teachers' perceived organizational efficacy(TSOEA & IPOE), self-efficacy, and perceived efficacy of others.

Table 2 shows the results of the analysis. Frequency of classroom visits predicted perceived efficacy of others $p.< .01$; efficacy of others at $p < .01$; and organizational efficacy (IPOE at $p < .001$). Predictions for organizational efficacy (TSOEA) and self-efficacy were not statistically significant.

Insert Table 2 About Here

The data analysis revealed statistically significant regression values for organizational efficacy as measure by the IPOE but not the TSOEA. Although not predicted, this result is reasonable since each instrument measures total organizational efficacy with somewhat

different organizational sub-scales. The TSOEA sub-scales are self-efficacy and organizational efficacy, and the IPOE sub-scales are quality and quantity of product, efficiency, adaptability, and flexibility. This finding is contrary to Loup and Ellett's (1995) research that showed high intercorrelations between TSOEA and IPOE. This is due possibly to the change in scale from five to three items.

Frequency of classroom visits (MBWA) also predicted the perceived efficacy of others, but not of self-efficacy. This result is explicable based on literature regarding the relationship between high efficacy and locus of control and flow. It suggests that influence of others, e.g., principal's classroom visits, can affect or control efficacy of others and the organization, but not self. People with external locus of control attribute outcomes to self rather than external powers (Rotter, 1966; Weiner, 1992). These results suggest a strong relationship between the MBWA practice of frequent classroom visits, perceived efficacy of others, and organizational efficacy.

This finding meshes well with research literature on locus of control by stressing that an external agent, e.g., the principal, can affect a person's perceived efficacy for external factors (organization and efficacy of others) but not for self. This assumes that the teachers in this study generally had an internal locus of control. This personality characteristic was not assessed in this research.

Hypothesis2 The greater the frequency of principals' classroom visits the greater the frequency of teachers' flow experiences.

Participants were asked to consider three scenarios (A, B, & C) depicting flow experiences and indicate if and how often they experienced these. Results of the analysis are shown in Table 3. The number of visits did not predict frequency of flow experiences. It is interesting to note that the independent variable, the number of classroom visits (MBWA), predicted perceived efficacy of others, and organizational efficacy (IPOE) as reported under Hypothesis 1 and that both of these and self-efficacy predicted frequency of flow experiences (see results for Hypothesis 6).

This also is consistent with literature regarding locus of control, e.g., the external locus, the principal, can mediate efficacy of others, but not of self, and that self-efficacy (internal) will predict/mediate frequency of flow for self.

Insert Table 3 About Here

Hypothesis 3 The greater the frequency of principals' classroom visits the greater the teachers' perceived value of teacher evaluation

Regression analysis results are presented in Table 4. Frequency of classroom visits predicted teachers perceived value of teacher evaluation ($p < .001$). This finding is consistent with feedback from teachers in numerous studies indicating that the principal

cannot accurately judge teacher classroom performance with being present in the classroom.

Insert Table 4 about here

This finding may be highly informative in light of the previously stated claims that teacher evaluation is essentially a waste of time and does not lead to improved instruction (Scriven, 1967; Frase and Streshly 1994) by supporting the claims that high quality MBWA practices, e.g., classroom visits and attention to instruction, can lead to improved teaching and learning (Frase and Hetzel, 1990).

A study conducted at the same time as this study presents a conundrum (Frase, et al, 1995). The same teachers nearly always said that the quality of instruction in their school and district was excellent, and they further said that teacher evaluation was greatly beneficial in helping them improve their instructional performance. The researchers observed 90% of all classrooms (260) over a period of one week. However, their findings strongly contradict the teachers' assessment. The following summarize the quality of instruction observed: no teacher present in some classrooms, majority of classroom activities observed were students working silently on worksheets or copying exercises from workbooks and texts; and in nearly all classrooms teachers were seated at their desks, not interacting with the students. Dynamic instruction was rarely observed and was primarily isolated to 3 of the 14 schools. Further, the teachers generally stated low expectations for student achievement. This suggests that the accuracy of teacher judgments regarding the quality of instruction is questionable.

Hypothesis 4 The greater the frequency of principals' classroom visits the greater the teachers' perceived value of professional development.

Regression analysis results are presented in Table 5. Frequency of classroom visits did not predict teachers perceived value of professional development.

Insert Table 5 about here

The distance between the teacher and the personnel who provided the teacher evaluation function (Hy3) and professional development function (Hy4) may account for the fact that the prediction variable did not predict both. That is, the building principal usually performs the teacher evaluation whereas personnel not from the school building usually perform or provide professional development programs in this school district. This possibility suggests a link with published findings that indicate that teacher evaluation

ratings are heavily inflated (Frase and Streshly, 1994). The highly stated value of teacher evaluation experiences may reflect the assignment of only "excellent" ratings.

Hypothesis 5 The greater the teacher's self efficacy, efficacy of others, and organization efficacy the greater the frequency of teacher flow experiences per month.

Table 6 shows the regression analysis results. Teacher self-efficacy predicted frequency of flow experience for flow scenarios A ($p < .01$), B ($p < .001$), and C ($p < .01$). Efficacy of others predicted the frequency of flow experiences for scenarios A ($p < .001$), B ($p < .01$), and C ($p < .05$). The Teacher Self and Organizational Efficacy Assessment (TSOEA), teacher self-efficacy, and efficacy of others predicted frequency of flow experiences per month (scenarios A, B, & C). The IPOE did not predict scenario B. The fact that all measures of efficacy predicted frequency of flow experiences suggests a strong relationship between efficacy at all levels and frequency of flow experiences.

Insert Table 6 About Here

It is interesting to note that in Hypothesis 1, number of principal classroom visits (an external agent) did not predict self-efficacy, but perceived efficacy of others and organizational efficacy, external agents, did predict the number of flow experiences. This further suggests that efficacy may be a link between frequency of classroom visits and flow.

Hypothesis 6 School organizational functions and principal and teacher practices affect the frequency and quality of teacher flow experiences

Quantitative data analysis results suggest that frequency of principal classroom visits did not predict frequency of flow experiences (see Table 3). However, frequency of classroom visits did predict organizational efficacy (IPOE, $p < .001$) and perceived efficacy of others ($p < .01$) (see Table 2), and both of these predicted frequency of flow experiences. This suggests a path linkage between the two (number of classroom visits and frequency of flow experiences) through efficacy. This is addressed later in this paper under the discussion and proposed path analysis sections of this paper.

The primary purpose of the qualitative analysis was to determine what organizational factors help and hinder flow, what teaching activities are more likely to lead to flow experiences, and what teacher activities are requisite to flow experiences. The qualitative data analysis of interview data were conducted with the NUD*IST qualitative data analysis program. In concert with the exploratory nature of this study, the intersect and browse index search functions were used. The database included 107 nodes developed from multiple interviews of 16 participants.

The qualitative data analysis revealed numerous links between the teacher flow experiences directly related to instruction and the following school organization functions. Each of the below is discussed on the following pages:

1. MBWA—Principal classroom visits and focus on instruction;
2. Factors that hinder, prevent, or stop flow experiences;
3. Teachers feelings associated with flow; and
4. Prerequisites to flow experiences.

1. MBWA—Principal classroom visits and focus on instruction

Review of text coded MBWA reveals that 10 of 16 participants made statements relating to MBWA (principal classroom visits and focus on curriculum and instruction). All appreciated positive feedback and none believed that the principal was out to find something wrong. Most felt that their principal does, and should, offer encouragement and ideas for working together and being creative, but none referred to their principal as an expert on instruction. The notion of a principals not being experts in classroom teaching seems to be predominant with these participants and other large groups of teachers (Frase & Streshly, 1994). Six of the 10 said that it was not the principal's job to improve instruction but to know what is going on and to give teachers reinforcement. In contrast, some of the teachers in this study contradicted themselves by saying that the idea of a principal being in classrooms is a matter of professional growth. The last sentence in the following quotation suggests acquiescence to the possibility that a principal may be able to offer substantive suggestions for instructional improvement.

> "I see it more as a professional growth issue where the administrator would encourage more professionalism and encourage teachers to be creative and to work together. If they would sit down and just say tell me how you plan a lesson or a unit or how do you decide what you are going to teach in first grade, period. And then I think if they would know that, then they might have some ideas to fit into what I'm doing." [emphasis added]

This opinion is not unusual. Teachers in numerous other studies (Frase, 1991, 1994, 1995, 1996, 1996, 1997, and 1998) expressed the same idea and the same studies show that principals are not trained to conduct instructional analysis or offer substantive ideas for instructional improvement. Further, neither they nor their school district view promotion of high quality instruction as a high priority.

In summary, all teachers interviewed expressed desire to have their principal spend time in their classroom; 12 viewed the principal's role as giving support and encouragement, six said that they would welcome suggestions if the principal spent enough time in the class becoming familiar with the lesson or situation at hand; and none wanted the principal in the classroom to point out obvious petty faults, e.g. dusty cabinets.
2. Factors that hinder, prevent, or stop flow experiences;

First stage analysis revealed that the common and standard noises and interruptions typically found in schools prevent, hinder, and stop flow experiences. A few of these are bells, intercom announcements, fire drills, disruptive student behavior, and unsuccessful lessons. The negative effects of interruptions such as bells and intercom announcements are well know. What is of interest here is the linkage between successful lessons and flow

experiences further highlights the need to provide teachers environments where they can experience successful lessons and hence, flow.

3. Teachers' feelings associated with flow

The qualitative data analysis revealed that teachers' feelings while experiencing flow centered on feelings of being connected with students, being prepared, being absorbed in the teaching activity, being productive, and having high energy and enjoyment while in an activity directly related to teaching. The following statement illustrates each feeling.

Connectedness
"There is a connectedness. Looking in their faces and seeing that they are still with me and that I'm not just spouting off for my own. And a sense that they want to continue, that is an incredible high"
"To me it's a connection beyond the subject matter. I guess it's just a warmth and a bonding."
"It starts with the students and their enthusiasm and knowing that I'm making a connection, and that just feeds upon itself. They become interested. They're showing themselves that they understand it and you're a part of that."

Lose of Sense of time-Absorbed
"It happens all the time. The whole day, one minute it is the beginning of the day, and the next minute the day is over. It is a continual flow of speeding through things a especially if the kids are really understanding and getting some higher level thinking into what they are doing."
"When I'm teaching or planning I do get lost in time—I can get so involved in what I'm doing and I really truly enjoy what I'm doing that I don't even think about timing as of an essence because I get so involved in it and I enjoy it."

High Energy
"I can feel excitement and butterflies in my stomach if I'm really anxious to get into a lesson and yet the same time there's another sense that is a relaxing feeling, like everything is going well. I think the excitement part comes if the lesson has been planned and I'm ready to present to the kids and I'm so excited to share this with them."
"You see it (energy) in others, and so you're feeding on their (students') energy. -You continue to work hard and suddenly it comes. And that is that sense of energy form within."

Productivity and Success
"It is a different feeling, like I had accomplished something (reference to teaching)"
"That kind of feeling where they didn't want it to end and neither did I. I think in a situation like that, it's not so much of a high, like the runner's high, but for me it's the

warmth and closeness or a bonding which I've felt is so important. It's a different feeling, like I had accomplished something."

Enjoyment
"…the kids are engaged, the teacher is the facilitator for that, then that is the ultimate teaching situation and you wish it could be that way all the time."
"When I'm teaching and I'm doing and I really truly enjoy what I'm doing that I don't even think about timing as of an essence because I get so involved in it and I enjoy it."

These statements also reflect the importance of having a successful lesson, e.g., seeing students learn and the occurrence of flow.

4. Prerequisites to flow experiences
The predominant prerequisite to flow stated by the participants was planning. Ten of the 16 participants said that this was the key to having flow experiences. Some participants said that feeling connected was also a prerequisite; however, connected was interpreted by the researcher as a feeling that accompanies the flow experience and therefore was address in the feeling "feelings associated with flow" category addressed earlier.

This finding lends strong support to the belief that teachers must be provided time to conduct planning. They believe that their optimal experiences, "flow" are dependent on it. A sample list of participants statements regarding planning follows.

"I think you have to be prepared. You've got to be organized and understand what's necessary and be prepared and have the things available that are needed for that experience."
"It's not just a matter of just happening to happen. You've got to be organized and understand what's necessary and be prepared and have the things available that are needed for that experience."
"I think the excitement part comes if the lesson has been planned and I'm ready to present to the kids and I'm so excited to share this with them."
"I think a lot of it (flow) has to do with orchestration. I think a lot of it has to do with being perfectly prepared."
"…having when your units are planed out really well and you have a lot of variation in the activities you feel less tense, not having to anticipate what you are doing to do next and the activities are just that much more interesting if you have planned well."

Conclusions

The purpose of this study was to determine the linkages between a number of variables and frequency and quality of teacher flow experiences. This purpose was based on the assumptions that administrative behavior can both positively and negatively affect, the frequency of teacher flow experiences and that frequent and enhanced flow experiences are directly related to positive spirit, enhanced job satisfaction, and enhanced motivation to improve work performance. The study was conducted to determine linkages that can be affected by administrators or others to place the focus of work on development of teaching environments that are highly motivating and satisfying for teachers while maintaining the job focus on student performance.

A number of linkages between organizational practices, principal practices, and teacher practices and flow were identified from the quantitative and qualitative analyses in this study:

1. Principal MBWA practices predict organizational efficacy, perceived efficacy of others, and teacher value of teacher evaluation and is strongly related to flow experiences.
2. Teacher self-efficacy, perceived efficacy of others, and organization efficacy predict frequency of flow experiences.
3. Locus of control may mediate perceived efficacy of others, but not self-efficacy. This suggests a possible path/linkage through efficacy between MBWA practices and flow.
4. In-depth lesson planning may be requisite to flow.
5. Successful lessons may be requisite to flow.
6. Organizational practices such as bells, intercom announcement, and other highly distractive events disrupt flow experiences.
7. Teachers sense connectedness to students, absence of awareness of time, high energy, student learning, and enjoyment with flow experiences.

Second Stage Qualitative and Quantitative Analysis

Based on these conclusions and findings from other research studies, the following path is suggested for analysis. The data used in this study and data from other urban school districts will be examined to determine if the linkages exist when subjected to path analysis procedures.

Place Proposed MBWA, Efficacy, & Flow Path Chart About Here

When pursuing psychological phenomena such as satisfaction and flow, it is easy to view them as the end products. This should not the case. Increasing the quality and quantity of flow experiences is worthy, but it also has an end beyond itself. To be considered valuable for the school organization, increases in the frequency and quality of flow experiences should also result in increased student achievement. Studies that demonstrate linkages between teachers' flow experiences and student flow experiences and learning should be conducted. As of yet, literature searches reveal no formal studies addressing this question. Employing the experience sampling method (Csikszentmihalyi & Larsen, 1987) with students and teachers during classroom instruction and other learning activities offers a promising alternative for exploration.

Cautionary Notes

Logical positivists could view this entire paper as a deterministic study shrouded in the guise of a pseudo psychological theory. To support their contention, they could point out that this research relies on the tools of logical positivists: path diagrams, regression analysis, and statistically significant differences. This is precisely so, but it also relies on the postmodernistic beliefs that tools from enemy camps can be used productively and should be merged for maximum benefit, e.g., qualitative and quantitative analysis. It also relies on the belief that men are not machines and treating them as such is immoral, unethical, and at the heart of organizational and social decay.

As noted in the introduction and background sections, this paper suggests that work is innately meaningful to humans and that good work done well is a powerful source of pride, satisfaction, and motivation. Consideration of flow as another ingredient in the management brew (Feyerabend, 1993) and as a permanent determinant of production will prove wrong. I urge readers to approach the use of flow in leadership and management as indeterministic, varying between individuals and over time. However, the effects of teacher and student flow experiences and the possible linkages with student achievement theory and productivity are not necessarily mystical and unknowable. It is assumed that learning more about them and utilizing them to improve teacher satisfaction and motivation while simultaneously improving student learning is a potentially productive path to follow.

References

Andrews, R., Soder, R., and Jacoby, D. (1986). Principals roles, other in-school variables, and academic achievement by ethnicity and SES. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1986.

Andrews, R., Soder, R., (1987). Principals instructional leadership and school achievement. Instructional Leadership, 44, 9-11.

Annunziata, J. (1997). "linking teacher evaluation and professional development",

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior. Journal of Psychological Review, 84, 191-215.

Bandura, A. (1978). The self system in reciprocal determinism. American Psychologist. 33, 344-358.

Bandura, A. (1993) Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28(2), 117-148.

Beck, S. (1995). Gifts for the journey: Treasures of the Christian Life. New York: HarperCollins.

Berliner, D. and Biddle, B. (1995). Attacks on American Public Schools. Reading, PA: Addison Wesley Pub. Inc.

Blaze, J. (1987). Dimensions of effective school leadership: The teacher's perspective. American Educational Research Journal, 24 (4) pp589-610

Blaze, J. (1991)

Building Bridges: The mission and principles of professional development (1996): U.S. Department of Education. Washington, DC: Government Printing Office.

Caouette, A. (1995). The phenomenon of flow as experienced by classroom teachers: Implications for leadership practice. Unpublished doctoral dissertation. San Diego: University of San Diego

Chester & Beaudin, (1996). Efficacy Beliefs of Newly Hired Teachers in Urban Schools. Presented at the 1996 Convention of the American Education Research Association. Spring 1996, Vol. 33, No. 1, pp. 233-257

Chubb, J. and Moe, T. (1990). Politics, Markets, and America's Schools. Wash. DC: Booking Institute.

Csikszentmihalyi, M. and Larson, R. (1987). Validity and reliability of the experience-sampling method. The journal of nervous and mental disease, 175 (9), 526-36.

Csikszentmihalyi, M. and Csikszentmihalyi, I. (1988). Optimal Experience Cambridge, England: Cambridge University Press.

Csikszentmihalyi, M. and LeFevre (1989). Optimal experience in work and leisure. Journal of personality and social psychology 56,nl.5:815-22.

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper and row.

Csikszentmihalyi, M. and Rathunde (1993). The measurement of flow in everyday life. In Nebraska Symposium on Motivation. 40:58-97. Lincoln, Neb." University of Nebraska Press.

Csikszentmihalyi, M (1993) the evolving self: A psychology for the third millennium. New York: HarperCollins.

Csikszentmihalyi, M. (1996) Creativity: Flow and the psychology of discover and invention. New York: HarperCollins.

Csikszentmihalyi, M. (1997). Finding Flow: The psychology of engagement with everyday life. New York: Basic books.

Coleman, J., Campbell, E., Bobson, C., McPartland, J, Mood, A., Weinfeld, F., & York, R. (1966) Equality of educational opportunity. Washington, DC: U.S. Government Printing Office.

Committee for Economic Development (1994). Putting first things first: Governing and managing the schools for high achievement. New York: Committee for Economic Development

Davies, P. (1995). Are We Alone. New York: Basic Books.

Deci & Ryan (1990). "A motivational approach to self: Integration in personality. In R. Dienstbier (Ed) Belonging, a sense of control over environment and a quest for competence are fundamental human needs. Vol. 38, Nebraska Symposium on motivation: Univ. of Nebraska Press.

Duke, D (1995). Teacher evaluation policy: From accountability to professional development. Albany: State University of New York Press.

English, F. (1988). Curriculum Auditing. Lancaster, PA: Technomic Publishing Co. Inc.

Feyerabend, P. (1993) Against method. New York: Verso (Third Edition).

Frase, L., Hetzel, R., Grant, R. (1987). Is there a sound rationale behind the merit pay craze? Teacher Education Quarterly, Vol. 5 No 2 pp90-100.

Frase, L. (1989). The effects of teacher rewards on recognition and job enrichment. Journal of Educational

Research, 83 (1), 52-57.
Frase, L., Hetzel, R. (1990). School Management by Wandering Around. Lancaster, PA: Technomic Publishing Company.
Frase, L. (1991). A curriculum audit of the District of Columbia Public Schools. Arlington, VA: American Association of School Administrators.
Frase, L. (1992). (Ed) Teacher Motivation and compensation. Technomic Pub. Co. Inc.: Lancaster, PA.
Frase, L. (1994). A curriculum management audit of the Everett School District No 2. Arlington, VA:
Frase, L. & Streshly, W. (1994). The lack of accuracy, commitment, and feedback in teacher evaluation. Journal of Personnel Evaluation in Education, 8(1), 140-143.
American Association of School Administrators.
Frase, L., Streshly, W., Mitchell, J. & Scott, J. (1995). A curriculum management audit of the Inglewood Unified School District. Inglewood, CA: Inglewood Unified School District.
Frase, L. (1996). A curriculum management audit of the Syracuse City School District. Public Schools. Huxley, Iowa: International Curriculum Management Audit Centers, Inc.—An affiliate of the Phi Delta Kappa
Frase, L. (1997). A curriculum audit of the Salinas Union High School District. Bloomington, IN: Phi Delta Kappa.
Frase, L. (1998). Report on the academic performance analysis study of the Passaic Public Schools. Phoenix, AZ: Coopers and Lybrand L.L.P.
Fox, M. (1994). The Reinventing of Work. New York: Harper-Collins.
Hackman, R. J. & Oldham, G.R. (1980) Work Redesign. Reading, Massachusetts: Addison Wesley Publishing Company.
Hanushek, E. (with others). (1994). Making schools work: Improving performance and controlling costs. Washington, DC: Brookings.
Havel, V. (1989). Living in truth. Boston: Faber and Faber
Heck, R. (1990) Principals instructional leadership and school performance: Implications for policy development. Educational evaluation and policy analysis. 1:21-34 spring 1992
Herzberg, F. (1959). The motivation to work. New York: John Wiley and Sons.
Johnson, S. (1990). Teacher at Work: Achieving Success in Our Schools. New York: Basic Books
Kmetz, J. and Willower, D., (1982). Elementary school principals work behavior, Education administration quarterly, 18(4):62-78
Lieberman, M. (1993). Public Education: An Autopsy. Cambridge, MA: Harvard University Press
Little, J., McLaughlin, M., (1993) Teachers' Work: Individuals, colleagues, and Contexts. New York Teachers College Press
Loup, K. and Ellett, C. (1993). The teacher self and organizational efficacy assessment (TSOEA). Baton Rouge, LA: Louisiana State University.
Loup, K. and Ellett, C. (1995). Exploring linkages among organizational constructs of teacher efficacy, school change, and effectiveness: Implications for Administration.
Martin, W. and Willower, D., (1981). The managerial behavior of high school principals, Educational administration quarterly, 17 (1):69-90
Maxcy, S. (1994) Introduction, Postmodern school Leadership: Meeting the crisis in educational administration. (Ed) Westport, CN: Praeger
National commission on Excellence in Education (1995). Standards for staff development. Oxford, OH Author
Newmann, F., Rutter, R., Smith, M. (1989). Organizational factors that affect school sense of efficacy, community, and expectations. Sociology of education. Vol. 62 (October): 221-238
Nevo D. (1994). How can teachers benefit from teacher evaluation? Journal of Personnel Evaluation in Education, 8, 109-117.
Peterson (1989)
Qualitative solutions and Research Company (1997). The Non-numerical Unstructured Data Indexing Searching and Theorizing, Version 4 (NUD*IST 4), Melbourne, Australia:
Riehl & Sipple (April 1995).Scheduling time and talent: The impact of secondary school organizational conditions and teachers' work assignments on teachers' perceptions of efficacy and professional commitment. Presented at the 1995 Meeting of the American Education Research Association. San Francisco.
Rilke, Rainer Maria, (1984) The selected poetry of Rainer Maria Rilke. trans, and ed. Stephen Mitchell

Rotter, J., Generalized expectancies for internal versus external control of reinforcement. Psychological Monograph, 80(1, Whole No. 609).
Sagor, (1992) Transformational Leadership Education Leadership.
Scriven, M. (1967) The methodology of evaluation. In R. E. Stake (Ed.) Perspectives on curriculum evaluation (pp39-83). Chicago: Rand McNally.
Valentine (1981)
Sheldrake, R. (1991) The rebirth of nature: The greening of science and God. New York: Bantam.
Sheldrake, R. (1994) The rebirth of nature. Rochester, Vermont: Park Street Press.
Steinberg, J. (1998) The changing face of America's teachers, New York Times. Section 4A, April 5, 1998 Vol. CXLVII No. 51,118.
Stronge, J. (1997) (Ed) Evaluating Teaching: A guide to current thinking and best practice. Newbury Park, CA: Corwin Press.
Sykes, G. (1996). Reform of and as professional development. Phi Delta Kappan, 77, 464-467.
Valentine, J., Clark, D., Nicherson, N., and Keefe, J. (1981). The middle school principal,1. Reston Va: National Association of Secondary School Principals.
Wells, A. (1988). Self-esteem and optimal experience. In Optimal Experience. Csikszentmihalyi, M. and Csikszentmihalyi, I. (eds) Cambridge, MA: Cambridge University Press.
Wheatley, M. (1992). Leadership and the new science. San Francisco: Berrett-Koehler Publishers, Inc.
Whyte, D. (1994). The Heart Aroused. New York: Currency-Doubleday.
Weiner, (1992). Human Motivation: Metaphors, Theories, and Research. Newbury Park, CA: Sage Publications.

Tables

Table 2
Regression Results for Number of Classroom Visits (Predictor Variable) and Efficacy (Criterion Variable)

Criterion Variable	B	R2	F
Organizational Efficacy			
TSOEA	.929	.005	.954
IPOE	.803	.058	11.28***
Self-Efficacy	.104	.002	.411
Others Efficacy	.73	.03	5.895

Note. B is the unstandardized regression coefficient.
** $p < .01$
*** $p < .001$

Table 3
Regression Results for Number of Classroom Visits (Predictor Variable) and Frequency of Teacher's Flow Experiences Per Month (Criterion Variable)

Criterion Variable	B	R2	F
Frequency of flow experiences			
Scene A	.593	.010	.809
Scene B	1.308	.049	3.37
Scene C	1.017	.025	1.35

Note. B is the unstandardized regression coefficient.

Table 4
Regression Results for Number of Classroom Visits (Predictor Variable) and Perceived Value of Teacher Evaluation (Criterion Variable)

Criterion Variable	B	R2	F
Teacher Eval	.414	.071	14.23***

Note. B is the unstandardized regression coefficient.
*** $p < .001$

Table 5
Regression Results for Number of Classroom Visits (Predictor Variable) and Perceived Value of Professional Development (Criterion Variable)

Criterion Variable	B	R2	F
Professional Dev.	.0917	.003	.451

Note. B is the unstandardized regression coefficient.

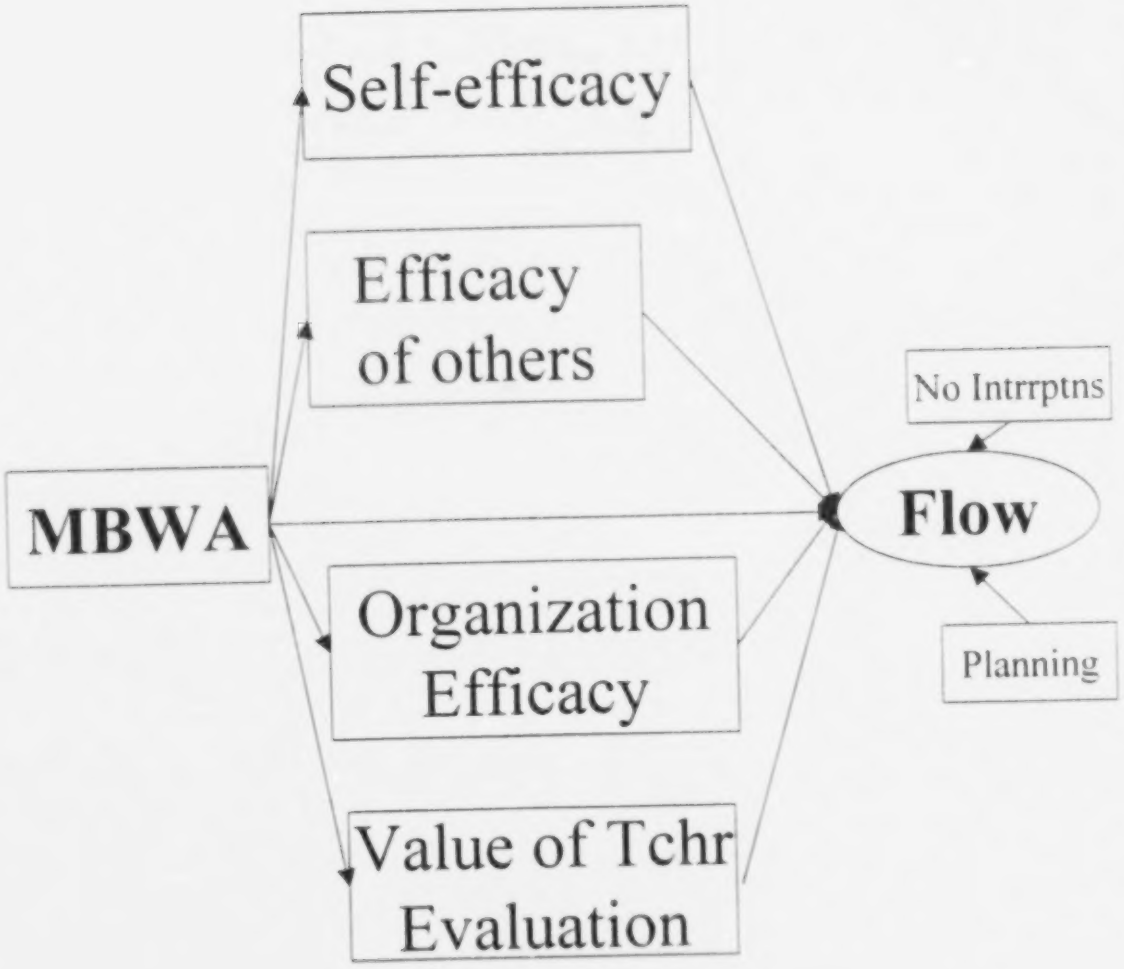
Table 6
Regression Results for Teacher Perceived Self-, Other, and Organizational Efficacy (Predictor Variable) and Frequency of Teacher's Flow Experiences Per Month (Criterion Variable: Scenes A-C)

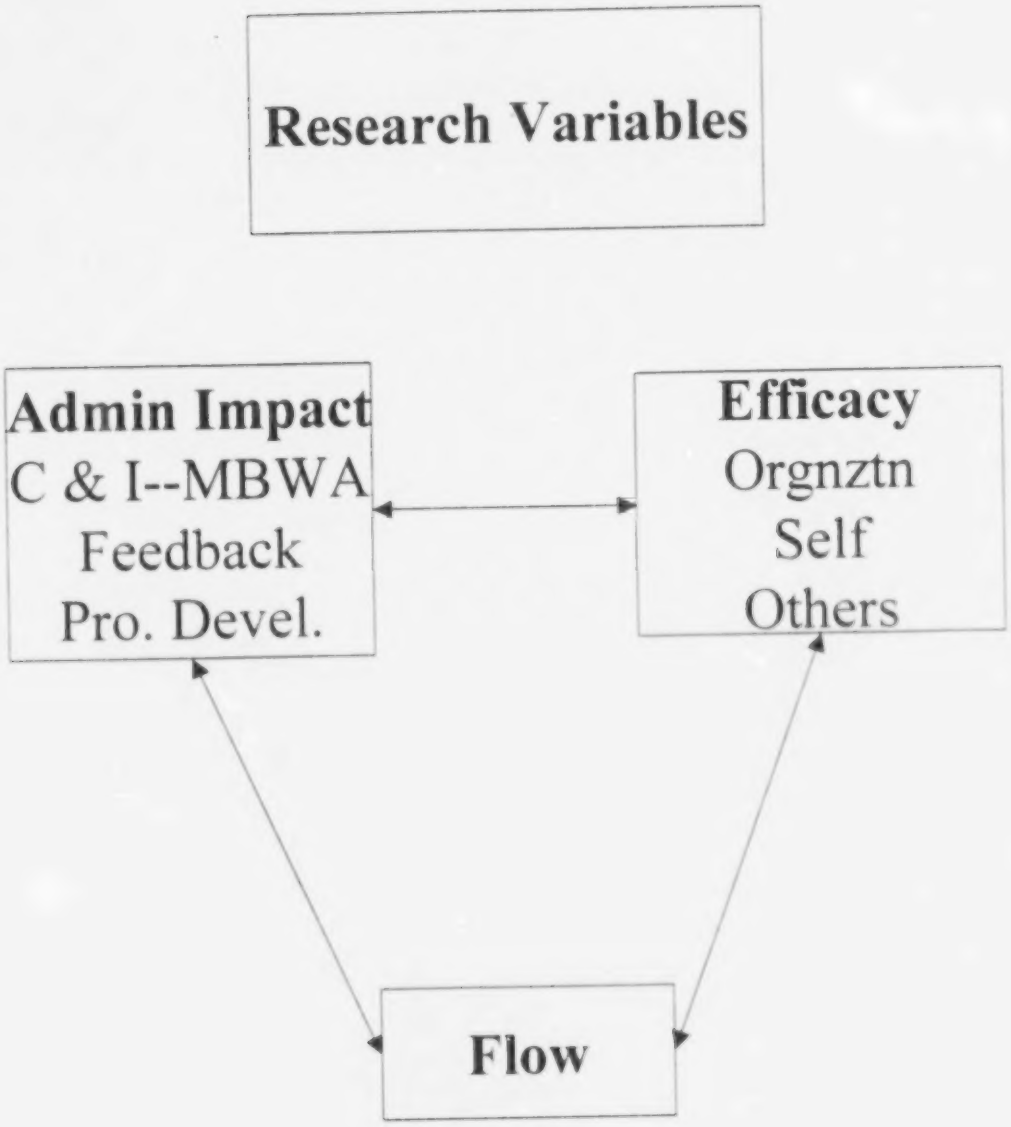
	SCENE A			SCENE B		
Predictor Variable	B	R2	F	B	R2	F
Organizational Efficacy						
TSOEA	.146	.161	16.16***	.17	.181	15.47***
IPOE	.353	.074	6.61*	.250	.040	2.79
Self-efficacy	.667	.102	9.96**	.86	.167	14.04***
Efficacy of Others	.206	.151	14.94***	.181	.112	8.80**

	SCENE C		
Predictor Variable	B	R2	F
Organizational Efficacy			
TSOEA	.156	.150	10.06**
IPOE	.604	.199	13.69***
Self-efficacy	.862	.148	9.90**
Other efficacy	181	108	6.93

Note. B is the unstandardized regression coefficient.
* $p < .05$
** $p < .01$
*** $p < .001$

Proposed MBWA, Efficacy, & Flow Path




Research Variables
Admin Impact
C & I--MBWA
Feedback
Pro. Devel.
Efficacy
Orgnztn
Self
Others
Flow

Goal 3:	To Establish and communicate a vision of what the school ought to accomplish My Efforts (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
Goal 4:	To establish professional relationships with administrators and other teachers My efforts (circle one)	A	B	C
	Efforts of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C
Goal 5:	To facilitate teacher's skill development as professional classroom teachers My Persistence (circle one)	A	B	C
	Persistence of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C
Goal 6:	To ensure that teachers are successful in helping students learn My Persistence (circle one)	A	B	C
	Persistence of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C

KEY QUESTION 3: To what extent would failure to accomplish a goal result in decreasing effort to accomplish future goals?

		A Little or no Decrease	B Some Decrease in Effort	C A large Decrease in Effort
Goal 1:	To enhance student learning My Persistence (circle one)	A	B	C
	Persistence of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C

BEST COPY AVAILABLE

Goal 4:	To establish professional relationships with administrators and their teachers My Efforts (circle one)	A	B	C
	Efforts of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C
Goal 5:	To facilitate teacher's skill development as professional classroom teachers My Effort (circle one)	A	B	C
	Efforts of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C
Goal 6:	To ensure that teachers are successful in helping students learn My Effort (circle one)	A	B	C
	Efforts of other teachers (circle one)	A	B	C
	Persistence by campus administrator (circle one)	A	B	C
	Persistence by district administrator (circle one)	A	B	C

KEY QUESTION 2: If there are difficult or uncertain obstacles to overcome in accomplishing a goal, how much persistence/perseverance would be put forth to accomplish each goal?

		A Little or no Persistence	B Some Persistence	C A Large Amount of Persistence
Goal 1:	To enhance student learning My Persistence (circle one)	A	B	C
	Persistence of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C
Goal 2:	To increase the involvement of parents and guardians in their children's learning My Persistence (circle one)	A	B	C
	Persistence of other teachers (circle one)	A	B	C
	Persistence by campus administration (circle one)	A	B	C
	Persistence by district administration (circle one)	A	B	C

BEST COPY AVAILABLE

Appendix A

THE TEACHER SELF AND ORGANIZATIONAL EFFICACY ASSESSMENT (TSOEA)

Directions: This survey requests that you consider the following six goals. These goals may not be stated as goals for your school or school district, but they are generally considered to be worthy. These six goals are:

Goal 1: To enhance student learning
Goal 2: To increase the involvement of parents and guardians in their children's learning
Goal 3: To establish and communicate a vision of what the school ought to accomplish
Goal 4: To establish professional relationships with administrators and other teachers
Goal 5: To facilitate teachers' skill development as professional classroom teachers
Goal 6: To provide teachers skill training and resources to help ensure that they are successful in helping students learn

Three key questions are asked about each of the six goals in the sections below. First, read the key question, then consider each of the six goals listed, one at a time. Next, decide how you would respond to the question as an individual teacher; then decide how most teachers in your school would respond; then decide how your school-site administration would respond; and then decide how your school district administration would respond. Use the scale provided and circle the letter (A, B, or C) that corresponds to your answer to the key question for each of the six goals. Repeat this procedure for each of the three key questions.

KEY QUESTION 1: How much energy/effort is put forth in your school to accomplish each goal?

	A Little or no Effort	B Some Effort	C A large amount of Effort
Goal 1: To enhance student learning My Effort (circle one)	A	B	C
Efforts of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C
Goal 2: To increase the involvement of parents and guardians in their children's learning My Effort (circle one)	A	B	C
Efforts of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C
Goal 3: To Establish and communicate a vision of what the school ought to accomplish My Efforts (circle one)	A	B	C
Efforts of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C

Goal 3: To Establish and communicate a vision of what the school ought to accomplish My Efforts (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Goal 4: To establish professional relationships with administrators and other teachers My efforts (circle one)	A	B	C
Efforts of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C
Goal 5: To facilitate teacher's skill development as professional classroom teachers My Persistence (circle one)	A	B	C
Persistence of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C
Goal 6: To ensure that teachers are successful in helping students learn My Persistence (circle one)	A	B	C
Persistence of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C

KEY QUESTION 3: To what extent would failure to accomplish a goal result in decreasing effort to accomplish future goals?

	A Little or no Decrease	B Some Decrease in Effort	C A large Decrease in Effort
Goal 1: To enhance student learning My Persistence (circle one)	A	B	C
Persistence of other teachers (circle one)	A	B	C
Persistence by campus administration (circle one)	A	B	C
Persistence by district administration (circle one)	A	B	C

Appendix B

THE INDEX OF PERCEIVED ORGANIZATIONAL EFFECTIVENESS (IPOE)

Directions: These final eight questions are about your perceptions of your school's overall effectiveness. Every educator produces something during work. It may be a product or a service. The following list of products and services are just a few of the things that result from schools:

Lesson Plans	Student Learning	Athletic Achievement
New Curricula	Community Projects	Teacher-Parent Meetings
Art and Music Progs.	Instruction	Learning

Please indicate your responses by filling in the appropriate bubble.

Of the various thinks produced by the people you know in your school, how much are they producing?

- Low Production
- Fairly Low
- Moderate
- High
- Very High Production

How good is the quality of the products or services produced by the people you know in your school

- Poor Quality
- Low Quality
- Fair Quality
- Good Quality
- Excellent Quality

Do the people in your school get maximum output from the available resources (money, people, equipment, etc.)?

- Not Efficiently
- Not Very Efficiently
- Fairly Efficiently
- Very Efficiently
- Extremely Efficiently

How good a job is done by the people in your school in anticipating problems and preventing them from occurring or minimizing their effects?

- A Poor Jog
- An Adequate Job
- A Fair Job
- A Very Good Job
- An Excellent Job

How informed are the people in your school about innovation that could affect the way they do their work?

- Uninformed
- Somewhat Informed
- Moderately Informed
- Informed
- Very informed

When changes are made in methods, routines, or equipment, how quickly do the people in your school accept and adjust to the changes?

- Very Slowly
- Rather Slowly
- Fairly Rapidly
- Rapidly
- Immediately

How many of the people in your school readily accept and adjust to the changes?

- Few, If Any
- Less Than Half
- About Half
- Many More Than Half
- Almost Everyone

How good a job do the people in your school do in coping with emergencies and disruptions?

- A Poor Job
- An Adequate Job
- A Fair Job
- A Good Job
- An Excellent Job